

I. CATALOG INFORMATION

A. Discipline: COLLEGE STRATEGIES

B. Subject Code and Number: COL M02

C. Course Title: Tutoring Methods

D. Credit Course units:

Units: 1

Lecture Hours per week: 1

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 17.5 - 17.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 17.5 - 17.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Introduces methods for tutoring individuals and groups. Examines learning theories and instructional pedagogies, and provides opportunities for application of skills to tutoring sessions.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)

Other: No Yes

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

| | | Methods of evaluation will be consistent with, but not limited by, the following types or examples. |
|---|--|---|
| 1 | define the role of a tutor and list the qualities of effective learning experiences. | Written description and analysis of the roles of a tutor and the guidelines for learning centers that are relevant to that role. |
| 2 | determine their own and others' learning styles and study behaviors. | Self-inventory of learning styles Written description of study behaviors |
| 3 | identify learning theories (such as 'growth mindset') and apply theory-based pedagogies to the tutorial situation. | Written and verbal analysis of the learning theories taught in the course Demonstration of pedagogical methods Written evaluation of the connection between the demonstrated pedagogies and learning theory |
| 4 | tutor a variety of students e.g., English as a Second Language (ESL), Extended Opportunity Program and Services (EOPS), Accessibility Coordination Center and Educational Support Services (ACCESS), culturally diverse, traditional, and non-traditional. | Written analysis of one's own cultural influences |
| 5 | observe tutoring sessions and write an analysis of the theories and pedagogical practices demonstrated. | Written report and discussion with fellow tutors |
| 6 | understand the services on campus that will help them assist students, such as health center, ACCESS, veterans center, etc. | discuss how they have referred or might refer students to use these services |
| 7 | evaluate her/his strengths and weaknesses as a tutor and propose actions for growth. | Self-evaluation survey Narratives of tutoring experiences |

III. COURSE CONTENT

| Estimated % | Topic | Learning Outcomes |
|----------------------------------|---|-------------------|
| Lecture (must total 100%) | | |
| 10.00% | INTRODUCTION TO COLLEGE LEARNING RESOURCES <ul style="list-style-type: none"> • Categories and roles of college Student Services • Learning center policies (as per California Education Code Title 5) • The role of a tutor | 1, 4, 6 |
| 40.00% | PEDAGOGY <ul style="list-style-type: none"> • Tutoring with metacognition • Methods for critical thinking across the curriculum • Discipline-specific techniques | 2, 3, 4, 5, 7 |
| 20.00% | LEARNING THEORIES <ul style="list-style-type: none"> • Cognitive, social, and current learning theories • Learning acquisition • Mastery/meaningful learning • Acquisition errors and knowledge gaps | 2, 3, 4, 5, 7 |
| 10.00% | CULTURAL PROFICIENCY and RELEVANCY <ul style="list-style-type: none"> • The role of culture in learning • Equity • English language learners • Introduction to learning disabilities | 2, 3, 4, 5, 6, 7 |
| 20.00% | LEARNING BEHAVIORS <ul style="list-style-type: none"> • Skills for comprehension • Skills for contextualizing concepts • Skills for application • Skills for transferring concepts to appropriate applications | 1, 2, 3, 4, 5, 7 |

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

| | |
|---|--|
| 1 | analyze theories and pedagogies through online discussion posts. |
| 2 | evaluate one's own learning process through online discussion posts. |

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

| | |
|---|---|
| 1 | observe a tutoring session for the purpose of analysis, evaluation, and assessment of practices. |
| 2 | read in the areas of learning theory, teaching pedagogies, and tutoring practices. |
| 3 | visit a Student Services office for the purpose of assessing how these services work together as a system to support student success. |

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

| | |
|---|--|
| 1 | analyze learning theories. |
| 2 | assess appropriate pedagogies for meeting a student's learning needs and styles. |

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)
Provide lectures, discussions, and readings to develop an understanding of learning theories and pedagogies. Observe, evaluate, and provide feedback on practice tutoring sessions. Facilitate applied learning activities. Provide skill examples and process explanations. Use instructional technology. _____
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- Essay Exam
- Classroom Discussion
- Skill Demonstration
- Problem Solving Exam
- Reports/Papers/Journals
- Participation
- Objective Exams
- Projects
- Other (specify)

Students discuss and apply the methods taught in the course to the tutoring situation to be evaluated.
Students write a report of their practice tutoring experience, to include evaluation of effectiveness

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Ryan, Leigh, and Lisa Zimmerelli. The Bedford Guide for Writing Tutors. 6th ed. Bedford/St. Martin's, 2015.

Murphy, Christina, and Steve Sherwood. The St. Martin's Sourcebook for Writing Tutors. 4th ed. Bedford/St. Martin's, 2011.

Gillespie, Paula, and Neal Lerner. The Longman Guide to Peer Tutoring. 2nd ed. Pearson, 2008.

VIII. STUDENT MATERIALS FEES

- No Yes

IX. PARALLEL COURSES

| College | Course Number | Course Title | Units |
|-----------------|---------------|--------------------------|-------|
| Antelope Valley | LAC 100 | Introduction to Tutoring | 3 |

| | | | |
|------------------------------|---------|------------------|------|
| College | | | |
| Butte College | EDUC 20 | Tutoring Methods | 2 |
| Mendocino College | EDU 110 | Tutoring Methods | 1 |
| Lake Tahoe Community College | EDU 110 | Tutoring Methods | 1.25 |

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
 any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- A1 A2 A3 B1 B2 B3 B4
-

C1 C2 D1 D2 D3 D4 D5

 D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
-

- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Optional research on current strategies for improving student success using the Library's print and online resources.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

COL M02: Not Applicable

XIV. WORKPLACE PREPARATION

COL M02: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective

contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6. Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then

communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

COL M02: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

COL M02: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

COL M02: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: COLLEGE STRATEGIES

Discipline Code and Number: COL M02

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Tracy Tennenhouse 11/06/2016

Faculty Peer: Elizabeth Gillis-Smith 11/07/2016

Curriculum Rep: Wade Bradford 11/22/2016

Department Chair: Sydney Sims 11/10/2016

Division Dean: Jane Morgan 11/07/2016

Approved By:

Curriculum Chair: Jerry Mansfield 12/14/2016

Executive Vice President: Julius Sokenu 01/26/2017

Articulation Officer: Letrisha Mai 12/01/2016

Librarian: Mary LaBarge 11/28/2016

Implementation Term and Year: Fall 2017

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/06/2016

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 01/30/2017